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ABSTRACT

The project attempted to involve uneducated and undereducated and/or unemployed and underemployed young adults in an education-tutorial-employment oriented program. The report discusses the result of a review of the project's efforts and suggests changes where needed to achieve sound and humane urban-oriented educational practices. The program was divided into areas of English-social studies, mathematics-science, and guidance and counseling services. A special emphasis was placed on aspects of the areas particularly relevant to blacks. For each area the discussion is organized according to a common format: proposed objectives, methodology, and recommendations. The topics discussed in the academic areas are presented in brief outline form. Guidance and counseling services are emphasized. This aspect of the program has undergone several changes in developing a paraprofessional-oriented teaching and recruiting staff. The need for additional professional supportive help was indicated. Avenues for the recruitment of students were investigated. Funding is necessary for the institute's continuation. It was felt past success was based on a combination of factors: staffing, administration, organizational climate, and accountability. (AG)

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FINAL REPORT FOR CONTINUATION OF A SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT IN ADULT EDUCATION

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FINAL REPORT FOR CONTINUATION

OF A

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT IN ADULT EDUCATION.

URBAN ADULT EDUCATION INSTITUTE
OF THE DEPARTMENT OF CONTINUING EDUCATION
OF THE DETROIT PUBLIC SCHOOLS

Office of Education
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Program Development
Division of Federal
and Special Projects
Dr. Louis Monacel
Assistant Superintendent
Detroit Public Schools
5057 Woodward
Detroit, Michigan 48202

Dr. Charles Stewart
Assistant Superintendent
Department of Continuing
Education
Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

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This document represents the thoughts and efforts of the following individuals who were employed full-time at the Urban Adult Education Institute from May 1970 through June 1971.

Director (Professional)

Monsey G. Wilson

Administrative Assistant (Professional)

Booker Rouce

Guidance Counselor (Professional)

Marguerite Saddler

Curriculum Department Heads (Professional)

Edward Anderson

Harry Woods

Senior Neighborhood Liaison Specialist (Paraprofessional)

Ruth Watson

Adult Education Specialist (Semi-Professional)

Jerome Adams

Janice Adams

Larry Dickens

William Grover

Florence Johnson

Sidney Ribeau

Cynthia Thomas

Education Technician (Semi-Professional)

Thomasene Barge

Frank Blount

Gregory Harris

Christine Kiner

Mary Alice Mathis

Weslen Penick

Ronald Quincy

Ronald Roberts

Tommy Rowzee

Martinzie Sims

Harold Todd

Lucious Wells

Teacher Aides (Paraprofessional)

Robert Bey

Maude Butler

Carol Faison

Cora Farris

Arleta Middleton

Marjorie Perdue

Larry Simmons

Hilda Singleton

Laura Smith

Michael Turner

Tutor(Volunteer) (Professional)

Pat Lent

Stenographer

Delores Hearndon

Clerk-Typist

Essie Boyd

Sanki Casey

Purpose of Continuance of Project:

The purpose of the Experimental Demonstration Project was to involve uneducated and under-educated and/or unemployed and under-employed young adults in an education-tutorial-employment oriented program. The purpose of the continuation of this project was to review the projects past efforts and to make changes where needed in view of sound and humane urban-oriented educational practices. This report will deal specifically with those efforts from May 1970 through June 1971.

SPECIFIC OBJECTIVES

I. PROPOSED:

"Develop an Adult Education Program which will encompass as many areas as feasible in preparing uneducated and under-educated adults to function in their respective environments. The recognition of present individual strengths and skills to assist in preparing the individualized program for each adult will be required. Testing, evaluation, and counseling will provide future direction of programs leading to possible changes in the individual's choices in his life style".

METHODOLOGY

The program was divided into three (3) departments (1) English-Social Studies, (2) Mathematics-Science and (3) Guidance and Counseling services. The English-Social Studies Department included the basic reading program which contained (1) a full time tutor working with students on a one to one basis, (2) an EDL-Aud-X Programmed Learning Center with seven (7) stations and (3) a Remedial Reading room that included instruction in spelling and mathematics for individuals functioning under the 6th grade. All of these three situations worked in concert with each other.

A Social Studies curriculum was instituted covering the following areas:

Social Studies Curriculum

I. History

- A. Orgin of Man
- B. African-European Comparative Development
- C. Slave Trade
  - 1. Economic Implications
  - 2. Social-cultural
- D. Colonial America
- E. Revolutionary War
- F. Anti-Bellum South
- G. Civil War
- H. Black Reconstruction
- I. Klan Country
- J. World War I
- K. World War II (Depression)
- L. Korean War
- M. Martin Luther King
- N. Vietnam

II. Political Science

- A. Politics
- B. Pressure Groups
- C. State
- D. Government
  - 1. U.S.
    - a. local
    - b. state
    - c. federal
- E. Law
- F. Sovereignty
- G. Power
- H. Influence
- I. Fascism
- J. Democracy
- K. Dictatorship
- L. War

III. Sociology & Psychology

- A. Science
- B. Self-Self Concept
- C. Culture
- D. Personality & Socialization
- E. Role & Status
- F. Social Control & Deviation
- G. Groups & Associations
- H. Institutions
- I. Religion
- J. Race

IV. Economics

- A. Land, Labor & Capital
- B. Food, Shelter & Clothes
- C. Theory of Diminishing returns
- D. Malthusian Theory
- E. Scarcity
- F. G.N.P.
- G. Supply & Demand
- H. Inflation
- I. Deflation
- J. Depression
- K. Money
- L. Stock Market
- M. Labor Theory of Value
- N. Capitalism
- O. Communism
- P. Socialism

V. Communication of Thought

- A. Dictionary
  1. Alphabetical
  2. Guide Words
  3. Hyphenation
  4. Syllabication
  5. Parts of Speech
  6. Etymology
  7. Appropriate Definitions
- B. Paraphrasing
- C. Summarizing
- D. Reading Skills
  1. Understanding Main Idea
  2. Inferring Main Idea

VI. Georgraphy

- A. Globe
  1. Equator
  2. Meridians
  3. North Pole
  4. South Pole
  5. Longitude
  6. Latitude
  7. Degree
  8. Minute
- B. Map Reading
  1. Locating Directions
  2. Scale (distance)
  3. Earth Patterns

C. Africa
1. Tanzania, Dar-es-salam
2. South Africa, Johannesburg, Pretoria
3. Ghana, Accra
4. Guinea
5. Egypt, Cairo
6. Vis-A-Vis Europe - U.S.
7. Algeria, Algiers
8. Other emerging nation-states

An English Curriculum including grammar, punctuation, Spelling and Literature was also instituted.

English Department Curriculum

Our program had to be designed to offer concepts in the chronological order of our history, an awareness of Blacks' part in this history and to indicate the extensions of other events that in some way imparted value, affect or were the direct causes of those concepts. The need to know had to be transplanted from instructor to student. The curriculum had to offer sincerity as much as knowledge. The story of man in a thousand parts, a thousand ways had to offer substance instead of dates, reason instead of titles, awareness instead of rhetoric.

Recommendations: Social Studies

Since we are in the process of constant change in building and re-building our curriculum; many changes can be innovated by our staff. The things we require which are in the governments power generally have to do with finance, unfortunately, this is the conclusion of a contract and not the initiation.

Recommendations: EDL Lab. and Tutoring

The material now prepared by EDL Laboratories, as much of it is used in minority group learning situations be at least partially representative of their life.

Many of the tools here are handled by as many different pairs of hands as we have students----therefore the machines have a greater range of tolerance. They are remarkedly short-lived between repairs.

Grammar

Recognizing the discomfort of a student, torn with frustration, standing before a desk and searching for correct usage and ashamed because he couldn't find it; we built a curriculum that would enable that student to ask for what he needed with confidence in his speech pattern. We structured syntax with deliverance, punctuation with identification of words. The student no longer, hat in hand, has to request anyone to phone for him, to write his letters, or to fill out his application. He is conscious of the time lost and aware of his former self, laughs at what he can see he was.

Reading-Tutoring-EDL

We are blessed in our tutorial service, by having a woman dedicated. She takes students one by one and steers them up the road of phonics, sounds, and blends. Coffee cup in hand, she takes them one by one and leads them from the darkness place where all words are threatening.

Our EDL, with stations and individualized grouping offers and exquisite opportunity for the non-reader. Through self-doing, the student gains word-attack skills and the feeling of accomplishment. It's not only the equipment that is important, it is available time. Many students, first admitted to the laboratory, leave it after only a few months to take their place in one of our standard class rooms.

Literature

It takes more than discipline to move toward literature. There has to be awareness by the instructor and a genuine love for his craft. The student, short of time anyway, has to put aside either duties or time of relaxation. Literature must have a purpose for invading the student's committments. It must not only be informative, but fill also a void. Literature can come alive for students when they can identify with plot and characters. Among our students the comments indicate identification from Othello and Iago to Wright's "The Man Who Lived Underground". They are the protogonist or villan. They read and discover and it becomes the blooming of a flower. Because of literature, the real becomes more real through the asides. The ability to see causes and effects is strengthened by seeing more of them. Our literature program does just that.

Recommendations:

We can continue to develop our program; all we need is money.

The program will cover the following general areas:

1. Narratives
2. Auto-Biographies
3. Poetry
4. Literary Essays
5. Literary Criticism
6. Address
7. Diary
8. Letter
9. Short Stories
10. Plays
11. Novel
12. Book Review
13. The Epic Tale

Specifics that we hope to achieve through intensive work in these 13 areas are:

Reading Skills Through Literature
Vocabulary Development Through Literature
Literary Terms

Other Curriculum Comments

There will be many supplementary devices used such as records, tapes, magazines and newspaper articles, films and personal resources. We have found that the usage of recorders and phonographs are essential for this kind of program. Many students are "poor" readers with good ideas, but because of their reading deficiencies they miss many important ideas. We feel that a student who can listen to what he is about to read will better understand the material and thus create a stronger motivational thrust to improve his or her reading deficits.

Literary Periods

1. 10th - 20th century

Periods of Afro American Literary growth

1. 1890's
2. Period of oral Black self expression
3. Harlem Renaissance I
4. Harlem Renaissance II

"The human liberation process cannot move without two things...knowledge and the altering of social relationships..by knowledge we mean that we first need a completely thorough understanding of what it means to be a human being (goal) and secondly, careful analysis of the nature of our oppression; this means how oppression and antihumanism manifest themselves Right Now, and what tools are used".

As so called "educators" we must make it very clear to all Black people that we are only concerned with the work that we have to do to achieve the power we need. "We are not and should not be concerned with the contradictions imposed upon us from outside, nor need we waste our valuable strength debating these contradictions or justifying our goals. We need only to communicate or

have dialogue with our Black brothers and sisters here and elsewhere in the world. Therefore, the debate over violence or non-violence is irrelevant and stupid".

"We are concerned with developing strong Black families, and communities using the tools we feel are necessary and applying them however we see fit. Further a debate over integration versus nationalism - whether thrust upon us by white mercenaries or Negro mercenaries or the leaders of white people is meaningless and ridiculous. We are concerned with developing knowledge, skills, awareness, etc., to achieve well defined immediate objectives and a long range goal. We cannot be tricked into meaningless rhetoric and arguments over external trappings.

These preceding comments must be kept in mind by ourselves if we as potential leaders are to oblige our commitment to ourselves and our people. We must continue, or if not start, to relate today with yesteryear.

Why? Because a "people without knowledge of their history tend to repeat it."

We must stress identity and purpose

Why? Because a "person without identity, is like a tree without roots".

We must always stress direction

Why? LIKE THE OLD AFRICAN PROVERB GOES..."IF YOU DON'T KNOW WHERE YOU ARE GOING.....ANY ROAD WILL GET YOU THERE".

This program, obviously, is flexible so that deletions, additions, and improvements can be made without burden.

Mathematics Curriculum

Upon entering the program at U.A.E.I., we found that the program was progressing, but needed some realigning. This, we have begun to do. Some progressive paperback texts were added to the program.

These texts provide for a more in-depth understanding of mathematics beyond the basics. They were added to serve the need of those students who were capable and willing to attempt a more rigorous study of mathematics. Thus far, the program has been very successful. We have developed a program for the slow learner as well as the progressive learner.

Most of the students, we have found, are here not because of academic retardation, but more so out of the lack of interest that had been accorded to them in the regular classroom situation.

Recommendations:

We have only two, and they are as follows: (1) that a school of this type be continuous in its operation, for it is sorely needed in the community, and (2) that ample monies for texts and other sundry materials be available when needed.

Science

The Science program was somewhat slightly disorganized. At this time, the program is being revised. In addition to the areas of General Science and Biology, we have added an introduction to Chemistry and Anatomy. An introductory course in Physics will be forth coming.

Recommendations:

We need equipment and space for laboratory work in the aforementioned areas. A list of the Mathematics and Science Curriculum follows:

Fundamental Mathematics

Whole Numbers

Number periods. Expanded form of a numeral. Addition. Number sentences. Multiplication. Relationship between multiplication and division. Prime and composite numbers. Divisibility by families of 2 and 3. Finding averages.

Fractions

Fractional numerals. Changing the forms of fractions. Finding the lowest common multiple (L.C.M.) Adding fractions. Subtracting fractions. Performing the four operations with measurement. Multiplying fractions. Expressing the ratio of two numbers. Dividing fractions by multiplying by the reciprocal of the divisor. Finding a number when a fractional part is given.

Decimals

Extending place value to the right of ones' place. Ranking fractons and decimals. Solving number sentences containing decimals. Addition and subtraction of decimals. Approximating the product of decimals. Making the divisor a whole number to divide by a decimal. Expressing measurement as decimals. The metric system of measurement. Metric measures for volume and weight. Writing and solving equations for problems.

Per Cent

Using different numerals for the same number. Finding a per cent of a number. Per cents greater than 100 per cent. Per cents less than 1 per cent. Finding what per cent one number is of another number. Finding a number when a per cent of it is given. Finding a number when a per cent of decrease is given. Finding a number when a per cent of increase is given. Marking goods. Discounts and commissions.

Applications of Per Cent: Interest

Interest and the interest formula. A promissory note. Finding the rate of interest. Small loan companies. Installment buying. Compound interest. U.S. Savings Bonds. Trading in stocks. Casualty and life insurance. Social Security. Property taxes. Income taxes.

Informal Geometry

Lines and line segments. One-dimensional figures. Drawing a right angle. Measuring angles with a protractor. Bisection of lines and angles by construction. Construction a perpendicular from a point to a line. Constructing a line parallel to a given line. Pairs of angles. Regular polygons. Triangles classified according to sides and angles. The family budget. Drawing circle and line graphs.

Areas and Perimeters

Two-dimensional figures. The formulas for the area and the perimeter of a rectangle. Finding the area of a parallelogram. Making a table of square measures. Finding the area of a triangle. The trapezoid and the formula for its area. Quadrilaterals. The formulas for the circumference and the areas of a circle.

Solids and Their Measures

Three-dimensional figures. The formula for the volume of a prism. A cube and its measures. A new formula for finding the volume of a prism. The volume of a cylinder. The lateral area of a cylinder. The volumes of a pyramid and a cone.

Ratio, Proportion, and Square Roots

Finding the ratio of two numbers. Direct and indirect measurement. Proportions and their solution. Making mathematical sentences true. Congruent figures. Similar figures. Writing equations for two-step problems. Perfect squares. The right triangle and its properties. Finding the square root of a number. Finding any side of a right triangle.

Beginning Algebra

Sets and subsets. Variable, replacement set and solution set. Arithmetic and algebraic expressions. Evaluating algebraic expressions. Factors and terms. Combining terms. Multiplication of terms. Equations. Relation between addition and subtraction and between multiplication and division. Solving equations by division, multiplication, addition, and subtraction. Solving equations involving two operations. Writing and solving equations for problems.

Science Curriculum

I. The Classification of Plants and Animals

II. The Human Body

- Cells
- Protoplasm
- The Circulatory System
- The Respiratory System
- The Excretory System
- The Muscular System
- The Skeletal System
- The Digestive System
- The Nervous System
- Heredity
- Body growth and development
- Glands and their hormones
- Diseases, communicable and non-communicable

III. Matter

- Properties of matter
- Measurement of matter
- States of matter
- Structure of matter
- Chemical reaction
- The Atomic Theory

IV. Energy

- Definition of energy
- Forms of energy
- Kinds of energy
- Sources of energy
- Heat energy

V. Exploring the Universe

- Early history
- Astrology
- Astronomy
- The solar system
- The earth
- The moon
- The universe
- Telescopes and cameras
- Use of light sensitive cells
- Satellites
- Exploration of other planets

VI. Meterology and Weather

- The atmosphere
- The sun
- Properties of air
- Compostion of air
- Water cycle
- Uses of water
- Winds
- Clouds
- Precipitation
- Storms
- Weather
- Climate

VII. Forces

- Motion
- Gravity
- Work and power
- Fluid force
- Liquid force
- Air pressure
- Velocity
- Buoyancy
- Electricity
- Magnetism

All Department Heads, Teachers and Teacher Aides are required to prepare materials within the department subject areas to which they are assigned.

Guidance and Counseling Services

The Guidance and Counseling Department has undergone various changes in order to meet the requirements of the students and their varied life styles. Initially staffed by a semi-professional (tester-counselor), a paraprofessional (registrar) and clerk-typist the staffing pattern was changed in January of 1971 to its present compliment of (1) a full time professional guidance counselor (2) a semi-professional tester, a paraprofessional registrar and initial interviewer and (3) two (2) paraprofessional teacher aides 1/3 time. The Clerk-Typist previously assigned now gives service to teachers as well as to the Guidance and Counseling Department. We have tried various attendance procedures e.g. (1) publishing an absence list each day, (2) use of No. 1002 forms

used in secondary schools (3) sign-in sheets in class rooms (4) use of student I.D. cards (5) individual class attendance books. We have tried various procedures to allow students to enter classes e.g. (1) every day, (2) each Monday, (3) twice a month and (4) once a month. We have administered the California Achievement Test, the Stanford Achievement Test and the ABLE Test as instruments to aid us in placing the students in learning situations to insure the maximum success. We held a "Career Days" conference two days (one day and one evening) to acquaint our students with various career opportunities. Some of the areas represented were:

Career and Job Titles

1. Business Education (Data Process, Clerical, Bookkeeping, etc.)
2. Public Utilities (Lineman, Operators, Receptionist, Repairman, Sales Representative, etc.)
3. Civil Service, (City Police Department, Fire Department)
4. Civil Service (Federal Postal Services)
5. Health Services (Medical Assistants)
6. Skilled Trades (Builders, Manufacturers, Printers)
7. U.A.W. Union Policies (TULC Remedial Services)
8. Cosmetology (Beautician, Barbers, Stylists)
9. Health Services (Nurse, X-Ray and Inhalation Therapist, Lab. Technicians)
10. Professional (College Admission Procedures)
11. Wayne County Community College

Guidance and Counseling Services

I. Responsibilities of Guidance Counselor

A. Student Placement

1. Findings as of 1/4/71

a. Initial enrollment and classroom assignment in one room and individual interviews in another room.

b. Placement Testing in basement rooms

c. Orientation included:

1. Interpretation of Test results

2. Completion of Enrollment and Scholarship cards

3. Assignment to Reading Labs

2. Innovations and implementations of the Student Placement Program

a. Revision and numbering all forms used for placement

b. Placement Testing procedures same

c. Orientation Sessions for each class period

1. Completion of school forms and student records

a) Profile

b) Enrollment and Scholarship card

c) Identification card

2. Interpretation of test results

3. Introduction of Department Heads and the Director

4. Discussion on Careers and opportunities, course offering and school policies

5. Invitation to Guidance and Counseling Suite

6. Room assignments

a) Regular class rooms

b) Reading Labs

c) Tutor

3. Development of a Guidance and Counseling Service

a. Student records

1. Collection and filing of records for all students in current attendance for counselor's office.

B. Resource materials

1. A complete file of descriptive information on every career is available to all students.
2. A career conference was held June 15, 16, 1971
3. Local College Bulletins, Training School, Industry and other Brochures were available.

C. Student Contact

1. Most of the students enrolled before January 1971 have been contacted at least one time for a brief interview
2. All G.E.D. referred students are interviewed before they are enrolled
3. Several students with social problems have been brought in by Mr. Woods (English-Social Studies Department Head)

II. Recommendations

A. Student Placement

1. Relocate Registration and Testing rooms in order to consolidate all types of placements.
2. Reorganize Orientation Procedures for the purpose of retaining registrants.
3. Release the counselor from paper work so that she can plan and provide the kinds of services meaningful to the students.

A. Suggestions

1. The counselor should be free to contact every student by the time he or she has spent one month in the U.A.E.I. setting.
2. Plan career and occupational planning sessions (include films)
3. Plan tours

4. Plan Career Conference at least once per year
5. Allow time for student requesting to see counselor
6. Counselor should have full time services of clerical helper
7. Counselor should be able to explore, discover and become aware of implications and innovations, regarding and related to pupil personnel services.

II. PROPOSED:

"Develop a paraprofessional-oriented teaching and recruiting staff with professional staff serving in a supporting role".

METHODOLOGY:

The teaching staff as of May 1970 consisted entirely of individuals with less than a college education. In most instances the classes were taught by individuals with two (2) or more years of college, each individual teaching in one to two subject areas e.g. English and Social Studies. To maximize the use of the skills of these semi-professions (those with two or more years of college) and para-professionals (those with less than two years of college) the following steps were taken. (1) The semi-professionals were departmentalized and concentrated on only one subject area e.g. Mathematics. The para-professionals, except in one case, were relieved of teaching responsibilities and were used as teacher aides and in other supportive duties. In the fall of 1970, a request was made to the central personnel office of the Detroit Public Schools to transfer two (2) master teachers who would act as Curriculum Department Heads in (1) Mathematics-Science and (2) English-Social Studies. This request was honored in February of 1971.

At the same time a request was also submitted to transfer a regular counselor to set up a Counseling Guidance and Testing program. This request was honored in January of 1971. The delay was due to the fact that these three individuals were key people in their own schools and could not be transferred until the second semester break. A fourth request was made to have an individual serve as the administrator of the late afternoon and evening program. Since this position was promotional, job specifications had to be drawn up and the position advertised throughout the school system. This position was filled in February of 1971.

The Curriculum Department Heads were charged with the responsibility of teaching fifty percent (50%) of their time so as to be intimately familiar and envolved in the academic program. Further they were to supervise, train and give support to the semi-professionals and para-professionals assigned to their departments. They were also charged with the responsibility of adopting and developing a curriculum that would meet the needs of the students.

The Guidance Counselor was charged with the responsibility of designing and implementing a program that included guidance, counseling, testing (pre and post) orientation, placement and follow-up. The administrator of the late afternoon and evening program was charged with the responsibility of supervising and administrating the program during the previously mentioned time period. This time segment had been administered by a semi-professional who did an admirable job.

The program however needed a professional who was a master teacher and had had counseling and administrative experience. We were fortunate in obtaining just such an individual. This administrator was further charged with the responsibility of counseling students, analyzing attendance patterns and procedures and assisting in the developing of the curriculum.

FINDINGS

The original project director's plan to have a teaching staff that consisted entirely of semi-professionals and paraprofessionals was a noble experiment that had a certain degree of success. The staff however lacked the academic skills and did not have the close support and supervision to bring this plan to fruition. Since the aforementioned professionals were added the entire program has tightened up. When the teachers have a problem there is someone skilled in the academic areas to give them immediate support. The results have been heartwarming.

RECOMMENDATION

It is our recommendation that the present staffing pattern be continued. Although at this writing it has only been in effect some five (5) months the whole atmosphere of the Institute has changed from one that was some what loose to one that is more business-like and professional. The students now have the advantage of receiving assistance from professionals, semi-professionals and paraprofessionals.

III. PROPOSED

(1)"Train and encourage paraprofessionals to effectively assist in the learning process and (2) develop and implement (as regular as weekly and daily) relevant in-service training sessions concerning student recruitment, orientation, curriculum, student needs, and teaching techniques which will strengthen present staff qualities".

METHODOLOGY

These two items are taken together since they were executed concommitantly. From May, 1970 through Jan, 1971 the training sessions took the following form:

Time	Participants
9:00 a.m. to 12:00 noon	Semi-professional teachers and paraprofessionals
12:45 p.m. to 3:15 p.m.	Paraprofessionals only (semi-professionals leave at 12:00)
3:15 p.m. to 4:45 p.m.	Secretarial and Clerical staff training

From January 1971 through June 1971, the training schedule has taken basically the following form:

Time	Participants
*9:00 a.m. to 10:00 a.m.	Professionals, semi-professionals and paraprofessionals
10:00 a.m. to 12:00 noon	Departmental training sessions under the direction of professionals

*This order is sometimes reversed depending upon staff needs

12:45 p.m. to 3:15 p.m.	Paraprofessional training session (semi-professionals leave at noon)
1:00 p.m. to 3:00 p.m.	Professional staff training
3:00 p.m. to 4:45 p.m.	Clerical and secretarial staff training

The following is a list of topics covered during training sessions from May 1970 through June 1971.

May 1970

- Reading Coordinator, Division for the Improvement of Instruction
- Qualitative approach to teaching; audio, visual, and tactile

June 1970

- The care and use of the 16 m.m. sound projector, film strip projector with slide attachment and folding screen.

- Executing a graduation exercise through the mails
- Assignment and duties of two (2) student teachers from Wayne State
- Use of the Curriculum Lab

July 1970

- Revised entire scheduling of classes from 9:00 a.m. to 9:00 p.m.
- Visit to Ford Motor Company
- ENABEL Program M.S.U. (Director and one (1) teacher aide)
- Curriculum Development
- Change in student accounting procedures
- Introduction of Performance Objectives to further individualized instruction

August 1970

- Inter-staff communications
- Interpreting results of California Achievement Test Form W
- Report on ENABEL Program (M.S.U.)
- Evaluation of Library Books
- Curriculum Development with emphasis on the "Black Experience"

September 1970

- Educational Sciences vs. Performance Objectives
- Curriculum Development
- Mathematics Presentation
- Solar system presentation using the Trippensee Planetarium
- Remedial Reading Presentation using Aud-X Controlled Readers

October 1970

- English Grammar: The Use of Punctuation Marks
- Social Studies: The History of Slavery
- Literature: Meter in Poetry
- Science: The Respiratory System

November 1970

- Book Selection Committee (Criteria for Treatment of Minority Groups)
- English Grammar "One Use of the Comma"
- Teacher Aide Training on the Use of EDL Machines and Aud-X equipment

December 1970

- Book Selection Committee (continued) (Criteria for Treatment of Minority Groups)
- Mathematics "Mathematics in the Making - Contribution of Blacks"
- Use of Audio-visual materials
- Testing Program
- WIN Counselors (a dialogue)
- English Grammar "The English Grammar - Composition Curriculum - an outline

January 1971

- Review of all training sessions held from May 1970 through December 1970
- Building safety
- "Operation Second Chance" - T.V. High School
- Review of Guidance and Counseling program
- Explanation of test ratings per subject area
- Teacher accountability

February 1971

- New Guidance and Counseling Procedures
  - Registration
  - Testing
  - Orientation
  - Attendance
- Use of concrete aids and audio-visual equipment
- Performance Objectives vs. Lectures
- Pupil progress and programming
- Use of the EDL Learning Center

March 1971

- Explanation of participant form No. 3121-3
- Preliminary plans for graduation
- Analysis of bi-weekly testing and orientation
- Department subject test
- Use of A.V. as instructional aids
- Curriculum development and adaptation
- Performance Objectives
- Lesson Plans
- Evaluation of students in special learning situations
- Visit to Planitarium, Oak Park, Michigan

April 1971

- Mathematics Conference, Toronto, Canada - a report
- Botany (Structure of Plants)
- U.A.E.I. Story - a film presentation
- A review of a text to be used in algebra and geometry
- Visit to Northwestern High School, Reading Lab.
- Evaluation of English Department, test
- ENABEL Seminar - week end, a report
- Value Choices
- Demonstration lesson "Inter-Changing the Dependent Variables"

May 1971

- Training Session at EDL Learning Consultants Inc.
- Teacher visits to Sr. High School Black Literature classes
- Evaluation of Reading Program
- Adapting Social Studies Materials to the urban situation

- Correlation of Social Studies curriculum to basic English Concepts
- Demonstration lesson on "Verb Usage"
- Use of Science Equipment
- Teaching the extraction of roots and numbers
- Techniques for teaching adults

FINDINGS

The initial training sessions were a "feeling out"period wherein the staff became familiar with the philosophy and goals of the Director. Initially each teacher presented a lesson using fellow teachers as students. This gave the Director an opportunity to evaluate the teacher's techniques, strengths and weakness so as to plan future training sessions. It also gave the staff an opportunity to see themselves as the students do. Most of the teachers exhibited enthusiasm and patience in their presentations. They however, lacked techniques and depth in their individual subject areas. As mentioned earlier subsequent training sessions attempted to alleviate that situation. Further of the twelve semi-professionals, one has graduated from college and will work on his Masters at the University of Illinois in September. One has returned to Howard University to complete his degree, and eight are presently enrolled at various universities in the Detroit area. Of the eight paraprofessionals, five (5) are taking classes at various universities in the Detroit area. The training component of the project is extremely important in that what we are in effect doing is training semi-professionals to be professional teachers. There is no doubt in my mind that this training coupled with work at the university will yield a much more qualified teacher than one who has not had this kind of experience. Again, the additional professional staff members have done an excellent job.

It is difficult for one individual to plan and train teachers working in many academic disciplines. A training session covering a twelve (12) month period has been designed for each department. Another training session covering skills training common to the whole staff e.g. (Organization of the Adult Education Department, the use of the EDL and Aud-X machines etc.) will be executed at the same time.

Recruiting:

IV. PROPOSED:

"Develop a recruitment complex that will insure the regular and continuous enrollment of new uneducated and under-educated adult basic education students.

METHODOLOGY AND FINDINGS

At this writing, we have not had to use the paraprofessionals to recruit students. Most of our students are referred to us by the present and former students. We feel that this is the most reliable method of all. However, we do get referrals from the following sources:

- Four (4) Area Community Development Centers and eleven (11) sub centers under the Mayors Committee for Human Resources Development (MCHRD)
- Three (3) programs under the Special Project Office, Detroit Public Schools
- Adult Education Department of the Detroit Public Schools
- Counselors and Department Heads in the twenty-two (22) senior high schools
- The Methadone Program (Drug Rehabilitation) (Herman Keifer Hospital)
- City of Detroit, General Welfare Department; Michigan Employment Securities Commission, Veterans Administration, Social Security Office, Alcoholics Anonymous, Vocational Rehabilitation Office, Neighborhood Youth Corps II and others.

V. PROPOSED

"Develop procedures for securing manpower contracts from other adult education oriented institutions and agencies".

METHODOLOGY

A proposal was written and sumbitted to the Detroit W.I.N. program in September of 1970. Negotiations started in December of 1970 and culminated in May of 1971. A contract was entered between the Detroit W.I.N. and the Urban Adult Education Institute on June 7, 1971 in the amount of $154,000. to provide Basic Education and G.E.D. preparation for 300 W.I.N. students. This contract is to continue until June 2, 1972.

FINDINGS

Initially it was difficult to ascertain who the W.I.N. students were. This was due to the pre-contract method of having the W.I.N students sign in at a desk located in the lobby of the school. Other non W.I.N. students would also sign in on this sheet. This does not effect us now since the teachers have attendance sheets in their role books, that reflect only W.I.N. students. A record of each student's attendance is sent to the W.I.N. Contract Officer each week. At this writing, we have just tested all the W.I.N. students who were in attendance as of July 12, 1971. We plan on having a joint staff session with the W.I.N. counseling teams to review the results of these tests.

RECOMMENDATIONS

It is our feeling and experience that the public schools with their vast resources and services are in an excellent position to execute contracts of this kind much better than a profit making private institution.

We have been able to assist the W.I.N. clients with problems that their children may be having in school. Our staff, which has the academic sophistication and is knowledgeable about urban life therefore is in an excellent position to fulfill the present requirements of this contract. We recommend that this contract be renewed in June 1972.

VI. PROPOSED

"Develop continuous follow-up procedurs of U.A.E.I. students both academically, and employment wise".

METHODOLOGY

1. Students who are absent four (4) days will be notified by phone or mail of our concern.
2. Students who are absent more than ten (10) days will be notified by mail that they have been dropped and must see the counselor if/and when they return.
3. Students whose attendance is sporadic will be asked to go to the Guidance Counselor for possible assistance.
4. Students will be tested during their stay at U.A.E.I. and counseled as to the possibility of attainment of their goals.
5. Those students who have gone on to other educational institutions will be contacted by phone and letter as to their progress since leaving U.A.E.I.
6. In all cases students will be made to feel that U.A.E.I. cares about them while they are in attendance and after they leave.

FINDINGS

An analysis of our follow-up efforts have revealed the following:

1. Most of the students who have been absent have said that they were ill or a close relative was ill and would return.
2. A significant number have been laid off and can no longer afford transportation cost.
3. A significant number of follow-up letters have been returned marked moved - left no forwarding address.
4. Those students receiving general Welfare assistance, which does not allocate monies for transportation, drop due to rising cost in other areas, especially food.
5. Some 432 students passed the G.E.D. test
6. Some of our students who successfully passed the G.E.D.test have entered the following educational institutions:
   a. Wayne County Community College
   b. Highland Park Junior College
   c. Detroit Business Institute
   d. Shaw College at Detroit
   e. Shapero School of Nursing at Mt. Sinai Hospital
   f. Licensed Practical Nursing Program, M.D.T.A. and Detroit Public Schools

Students referred to Wayne State University and the University of Detroit have been referred to the Special Projects Division e.g. H.E.O.C. This was done so as to assure maximum success at these four year institutions.

7. Progress tests have been administered to all students in all academic areas throughout their stay at U.A.E.I.

8. Those who we feel are ready to pass the G.E.D. test are given the California Achievement Test, Advanced Level, Grades 9 to 14. A significant number of our students have entered pre-apprentice and apprentice programs in private industry.

RECOMMENDATIONS

Our follow-up procedures since the advent of a full time professional guidance counselor has undergone various changes. As a result of Career Days held in June, a great many contacts were made with various agencies, institutions and businesses so as to better guide our students. Our procedures are being streamlined and systematized so as to deliver maximum assistance to our students on an on-going basis. We therefore recommend that all follow-up procedures be constantly evaluated and analyzed. Those that have proven to be ineffective will be discarded.

VII. PROPOSED

"Develop a career ladder for semi and paraprofessional staff that will lead to job and education upgrading in conjunction with present Board of Education policies".

METHODOLOGY

Each semi professional and paraprofessional filled out a standard Board of Education form reflecting their educational background. The information from these forms revealed that (1) All semi-professionals had a minimum of 60 semester hours of college work (2) All paraprofessionals were at least high school graduates.

All paraprofessionals were converted from the original classification of Neighborhood Advocate to the Board of Education classification "School Service Assistant" (Teacher Aide).

These paraprofessionals are covered by a negotiated "Agreement" with the Board of Education that sets up the following salary schedule:

Hourly Rate Schedule

$1.90 - starting rate

$2.15 - upon completion of the probationary period as defined in Sections B and D of Article IV.

$2.40 - at the end of the second year of satisfactory service and in accord with Section B of Article IV.

$2.65 - at the end of the second year of satisfactory service and in accord with Section B of Article IV.

$3.00 - at the end of the third year of satisfactory service and in accord with Section B of Article IV.

$3.10 - at the end of the fourth year of service provided the service to children is evaluated as "superior" by the teacher with whom the School Service Assistant works and concurred in by the principal or his designee.

They also receive the following fringe benefits:

(1) Ten (10) paid sick days per year
(2) The same vacation days during the school year that the regular Board teachers receive
(3) Hospitalization insurance cooperatively paid by the Board and the paraprofessional

This salary schedule has done at least the following:

(1) The paraprofessionals are on a clear-cut salary schedule and not at the whim and caprice of whomever the administrator might be.
(2) It affords job security, especially as it pertains to the fringe benefits.

One of the teacher aides is now licensed by the state to operate a drapery making school..

FINDINGS

As mentioned elsewhere in this document five (5) of the paraprofessionals are enrolled in various colleges and universities in the Detroit area. When they obtain sixty (60) semester hours of college work and where budgetary provisions permit they will be promoted to a semi-professional position.

The semi-professionals have all been encouraged to continue or return to the university to complete their degrees so as to become regular salaried employees of the Board of Education. As mentioned earlier in this document the following has happened:

(1) One semi-professional received his B.S. degree from Wayne State University earlier this year and has received a scholarship to the University of Illinois to work on his Masters' degree.

(2) One semi-professional who needed only some 16 semester hours to get his degree has returned to Howard University. Eight (8) semi-professionals are currently enrolled at various universities in the Detroit area.

RECOMMENDATIONS

We highly recommend that the present semi-professional and paraprofessional career ladders be continued and when funds permit, expanded to include tuition grants.

VIII. PROPOSED

"Develop a professional staff to direct, plan, and aid in the implementation of curriculum which is indigneous to student needs".

As mentioned earlier in this document (see pages 18 & 20) the professional staff, by and large, has been at U.A.E.I. since February 1971 has been developed. Budgetary restrictions would not permit the hiring of a (1) Vocational Counselor (2) Academic Curriculum Teacher. It is our hope that future funding will allow us to hire these individuals for we hope to expand and their services will be needed.

SUMMARY

The success of the Urban Adult Education Institute hinges upon many factors. However it is our feeling that some of the main ingredients are:

(1) An academically capable, street sophisticated humane Black professional staff working full-time in concert with,

(2) A semi-professional and paraprofessional staff working full-time who are willing to follow the leadership of the professionals, given clear cut goals, for the education of urban minority groups especially Blacks.

(3) Academic freedom without administrative reprisal

(4) Planned staff training, and

(5) A humane atmosphere

(6) Accountability to our students

Obviously there are other factors, but we feel that the aforementioned have made us an accepted educational institution in the community. It is our hope that future funding will allow this concept to continue and possibly expand.